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AUTHOR Tindall, Lloyd; Gugerty, John J.
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ABSTRACT

The Wisconsin Vocational Studies Center presents a 12-session course called "Program Modification and Prescriptive Teaching for Handicapped Students." Working with the administrators and teacher inservice committees of Wisconsin's vocational, technical, and adult education districts, the center staff designs the program to meet the specific needs of the teachers in each class. The staff is prepared to offer instruction in 10 disability areas and 7 content areas. Initial instruction prepares the teachers for the process of prescriptive teaching and curriculum modification (model included). The remainder of the 12 sessions offer instruction in working with students who have specific or multiple disabilities. (The authors include a description of the preparation process in three of these areas: Preparing teachers for work with emotionally troubled students, with the learning disabled, and with hearing impaired students.) To support the inservice program a free loan library on handicapped and special education materials is provided for any teacher's use. In addition, the staff of Wisconsin Vocational Studies Center has already published one document on vocational/career programs for the handicapped and is currently developing a series of publications to assist vocational educators of handicapped learners. (BM)

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Helping Vocational Educators
Instruct Handicapped Learners

Lloyd W. Tindall, Ph.D. and
John J. Gugerty
Wisconsin Vocational Studies Center
University of Wisconsin-Madison

Lloyd W. Tindall, Ph.D. and
John J. Gugerty
321 Education Building, Box 49
Madison, Wisconsin 53706

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BUILDING VOCATIONAL EDUCATION FOR THE HANDICAPPED

The goal of our handicapped project staff at the Wisconsin Vocational Studies Center is to serve Wisconsin Vocational, Technical and Adult Education teachers and community members as they serve the handicapped. We do this by providing four services: (1) conducting inservice training for teachers; (2) developing materials; (3) collecting materials and (4) disseminating materials.

During the past two years as a component of the inservice training we have developed a course called *Program Modification and Prescriptive Teaching for Handicapped Students* to be taught in Wisconsin's Vocational, Technical and Adult Education districts. The 12 session inservice course was piloted at the Milwaukee Area Technical College in the January to March 1976 period and has since been repeated at MATC, at the Fox Valley Technical Institute and at the Southwest Wisconsin Vocational Technical Institute. Several additional sessions will be taught on the University of Wisconsin-Madison campus and around the state during the coming year.

Our Center staff works through VTAE district administrators and teacher inservice committees to design the course around specific needs of the teachers who will be in the class. We are prepared to deliver instruction in ten disability areas and seven content areas, depending upon needs of the prospective class. A survey is used to measure teacher interest in inservice training on program modification and prescriptive teaching.

Teachers who express an interest in taking the class are asked to complete the survey. This form asks for the specific disability areas and content areas of greatest concern to them. It also asks for specific goals, objectives and problems which teachers hope to solve by taking the course. By summarizing the survey responses and developing a composite profile of teacher needs, we obtain sufficient information to construct a tailor made curriculum for teachers who will be enrolled in the course. We have an indication of the disability and content areas which concern the prospective class members. We also have an indication of the existing awareness of the needs of the handicapped which teachers in the prospective class possess. Usually the top four or five disability areas and the top three or four training areas are selected for inclusion in the course.

By following this process, we identify the needs of individual participants and set an example of individualization to meet student needs. Teachers desiring information in areas not selected for major emphasis will be given materials, handouts and individual help to solve problems which they may be having in teaching specific handicapped students. After analyzing the survey, we are ready to begin the class sessions. A model outlining the development of an educational prescription is presented at the first class session to initiate the prescription procedure which will be used to modify vocational courses. (See Figure One) As part of the inservice training, teachers are required to modify one of their courses for students in at least two disability areas.

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DEVELOPING A PRESCRIPTION FOUNDATION

A medical doctor would not hand out random prescriptions to persons in the office waiting room in hopes of curing each respective illness. Neither should such a shot-gun approach be used by vocational educators in developing programs for handicapped students. Teachers must have adequate background information about each handicapped student if they are to build appropriate vocational education programs for handicapped learners.

The information needed to make a good prescription is divided into two basic categories: (1) those things we need to know before the class starts or early in the class; and (2) those things which we need to consider after the class ends. We need to be aware of areas in the student's background which may yield information valuable in making the prescription. We should have some knowledge of the student's *Academic Profile*, especially reading ability, math skills and learning modes. A review of the Student's *Independent Living Profile* will give us information about his or her ability to get along with peers, money management ability, safety and health situations, transportation situation and other aspects of independent living. The students *Vocational Profile* will give clues to his or her job skills, work experience, interests and aptitudes.

We must also be looking ahead with the student to the *Post Class* environment. What *Employment Skills* will be needed? Will the student need a special job or a redesigned job? In thinking of *Follow-up Plans*, will job supervision, supportive services or advanced training be required? Our student may be headed toward a *Non-Employment* status. If non-employment is the case, what would be the next step? Would it be more education or some supportive service?

You are probably asking at this point; why do I need all this information and where will I get it. All such information may not be needed. However, an attempt should be made to obtain enough information about the student to make a viable prescription. Sources of information include the student, school counselors, rehabilitation counselors and parents.

We are now ready to make a *Prescription* for the individual student. As we prescribe an educational plan for the student we must consider the help which the student needs outside the vocational classroom. Pre-vocational, supportive and academic services may be necessary to supplement the vocational education plan. Teachers should ask for these services if they feel such services are needed. The prescription should include the tasks which are to be learned and the method for teaching the tasks or competencies. The prescription should include *Course Modification* plans. Modifications may include alterations in the course content, materials, physical environment, and teaching techniques. Although the prescription may be readily made, the course modification may require much time and effort. Prescriptions calling for individualized instruction, materials development and physical modification in the classroom may not be completed during the current semester or school year. This does not mean that handicapped students must remain outside the regular classroom until the ultimate modifications are completed. Handicapped students are usually able to succeed in the regular classroom with modifications which are made before or during the early stages of the class.

Hopefully, the process of building vocational education for the handicapped will lead to *Competitve Employment, Independence* and finally to the *Self-Esteem* which the handicapped justly deserve.

The remaining inservice sessions are devoted to preparing teachers to work

Wisconsin Vocational Studies Center
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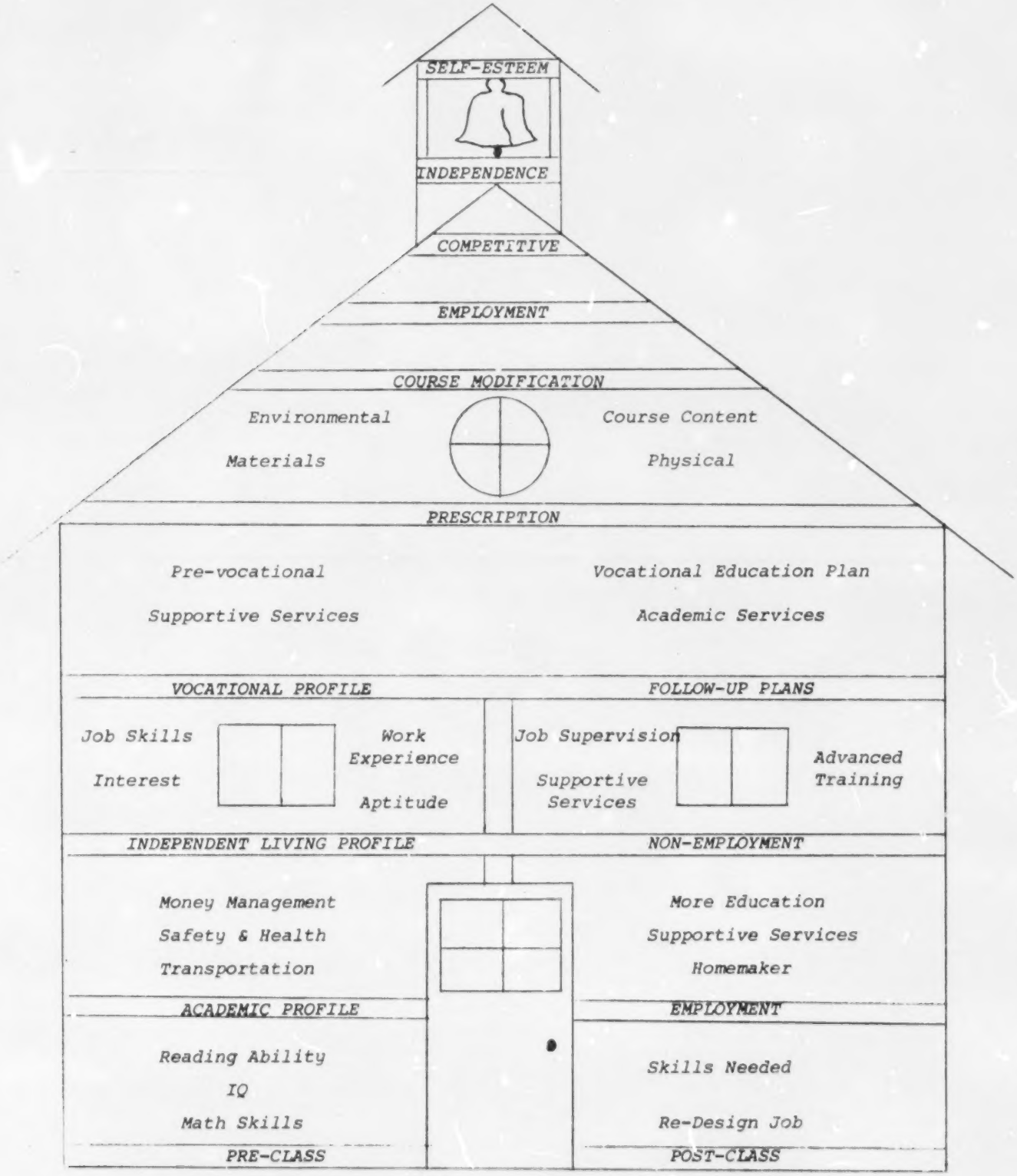
Figure One

BUILDING VOCATIONAL EDUCATION FOR THE HANDICAPPED



WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

Name_____

Job Position_____

CLASS SURVEY

Professional Development Course on

Program Modification and Prescriptive Teaching for Handicapped Students

Please review the following topic areas and mark those that you would most like to learn more about:

Training Content Areas / Disability Areas	Physical Disability	Mental Disability	Hearing Impairment	Visual Impairment	Emotional Disturbance	Learning Disability	Drug/Alcohol Dependency	Speech Disability	Ex-Offenders	Language/ Cultural Disability	Multiple Disabilities
Awareness of Needs, Characteristics, and Capabilities											
Evaluation: Strategy, Techniques, Utilization											
Adaptation of Classroom and Building Facilities											
Modifying Curricula Appropriately											
Specialized Teaching Techniques											
Job Placement Strategies											
Role of Other Agencies in Serving People with Handicaps											

1. What specific objective do you wish to achieve in this course?

2. Have you had handicapped students in your classes?

3. What are some of the problems which you had in teaching the handicapped?

4. What formal training and/or work experience have you had with handicapped students?

5. Please list the resource persons whom you feel would contribute to the success of the class.

with students having specific or multiple disabilities. The content of this preparation process for the mentally retarded, learning disabled, and hearing impaired will follow.

PREPARING TEACHERS FOR WORK WITH EMOTIONALLY TROUBLED STUDENTS

The ultimate goal of the prescriptive programming approach to the education and training of emotionally troubled students is to assist the student's efforts to develop a broader repertoire of personal living, interpersonal and vocational skills, so that the students can develop greater functional control over his or her personal, academic, employment and social environments.

A key determinant of the extent to which such a person will achieve these goals is the degree of success that the individual experiences in the vocational training environment. The emotionally shaky student's chances of success in this environment are enhanced or hindered by the efforts of the teachers whom this student encounters. In order to increase the likelihood that the student will experience positive and productive education and training, we at the Wisconsin Vocational Studies Center offer as part of our multi-session teacher inservice program a section devoted to teaching the emotionally troubled learner.

The inservice process which we use consists of four parts: (1) *awareness* - the experience of how important it can be to perceive the details of interpersonal interaction and respond appropriately; (2) *reassurance* - soliciting input from the class concerning their success experiences with emotionally troubled learners; (3) *problem definition* - spelling out the learning characteristics often associated with such a student, and examining those aspects of the teaching process for which modification should be considered; (4) *problem resolution* - presenting strategies designed to compensate for or overcome the problems raised.

We use the awareness phase of the inservice to sensitize participants to: (a) the necessity of paying close attention to the details of their own and their student's behavior; (b) the different modes of communication which we all knowingly or unknowingly use; and (c) the influence of role expectantions on our attitudes and behavior.

The *Reassurance phase* of the inservice process is designed to remind participants that (a) they have already successfully educated emotionally troubled students (who may not have been so labeled) and (b) they have the teaching skills needed to do so even if they have yet to enroll a little experience with students having emotional handicaps. The trainer solicits examples of successful classroom experiences with such students and reviews the skills in which the teachers are currently proficient.

The *Problem Definition phase* of the inservice process includes both a description of the learning characteristics which might be manifested by emotionally troubled and emotionally restored students and a review of categories which should be considered when modifying a course for such a student. An outline of these categories would include:

A. Assessment and Evaluation Results
   1. existence
   2. availability
   3. utilization

B. Employment Goals
   1. skill levels
   2. stress factors
   3. supervisory considerations

C. Physical Plant Modifications (classroom, lab, etc.)

D. Course Content
   1. quantity
   2. areas covered
   3. reading level
   4. math level (when applicable)

E. Identification, Selection, and Sequencing of Skills and Concepts to be Taught
   1. determination of rate of presentation

F. Textbook, Workbook, Manual and Other Written Material

G. Teaching Materials and Aids for Teacher Use

H. Teaching Materials and Aids for Student Use

I. Teaching Procedures
   1. for use with the entire class
   2. for use with the handicapped student on an individual basis

J. Testing of the Student for Mastery of the Course Material
   1. content
   2. procedures
   3. success criteria

K. Grading - types, criteria

L. Emotional Climate of the Classroom
   1. feelings of students
   2. feelings of handicapped students
   3. feelings of the instructor

M. Supportive Services
   1. in-house
   2. outside agencies

N. Administrative Policy

O. Employer Contact and Job Placement

The *Problem Resolution phase* of the inservice process is presented in several learning modes: (a) a "hands-on" experience, which might include classroom practice in the determination of instructional objectives, task analyses and sequencing exercises, construction of instructional materials, development of a list of survival vocabulary for the trainees' courses, and the analysis and appropriate modification of texts and manuals; (b) a field trip of other classes or rehabilitation facilities in which emotionally troubled persons are receiving skill training. Where possible, the trainees are paired with people teaching a similar or comparable skill (e.g. auto mechanics with small engines); (c) classroom presentations, which can include audio-visuals, visuals, handouts, and resource people.

We at the Wisconsin Vocational Studies Center have developed a series of visuals which are designed to assist the trainer in presenting problems frequently experienced by the emotionally troubled learner in a classroom situation and strategies designed to overcome these problems. Included are problems such as shaky self-confidence, poor self-esteem, personal isolation, and behavioral excesses.

The visuals are intended to serve as the framework for a class presentation which would elaborate on both the problems likely to be encountered and the possible solutions for them. The rate of presentation and depth of elaboration can be tailored to the needs and desires of each individual group of trainees. The visuals can also serve as the catalyst for a review and summary of information presented.

TEACHING THE LEARNING DISABLED

The goals of the prescriptive programming approach and the inservice process for preparation to teach the learning disabled are similar to the process defined in teaching the emotionally troubled. The visuals give details of the steps necessary in preparing vocational teachers to teach the learning disabled. Teacher awareness of the problems of the learning disabled can not be taken for granted. Therefore, the first step is to help teachers understand the differences between the learning disabled and the non-learning disabled student. This is done by using paper and pencil techniques and visuals which are designed to give teachers an idea of *how the learning disabled may function in the classroom.* The next step is to help teachers *identify learning disabled students* in the classroom and provide indicators which may give clues to the presence of a learning disability.

Following the awareness and identification of learning disabilities problems, the open road solution is proposed. In this highly generalized solution the idea is expressed *that if the visual, auditory, or tactile learning paths are blocked,* another avenue of learning must be used. Teaching techniques are identified which will help compensate for the blocked learning modes.

A session on changing attitudes of learning disabled students and their classmates toward the learning disabled is appropriate at this time. Completion of the attitude session should lead to a discussion of how the auditory, visual and tactile learners may overcome blocked learning avenues by using alternative learning methods. At this point we are ready to design instruction for individual students with specific learning disabilities.

PREPARING TEACHERS TO WORK WITH HEARING IMPAIRED STUDENTS

To effectively prepare vocational teachers to instruct hearing impaired students, the Modification Project staff employs a training sequence similar to that used to prepare teachers to work with emotionally troubled students. The sequence consists of an awareness phase, a reassurance phase, a problem definition process and a problem resolution process.

The awareness phase attempts to simulate the experience of hearing loss through recordings, ear muffs, or other equipment. The reassurance phase solicits success experiences which trainees may have had with hearing impaired students. The reassurance phase carries over into the problem definition and problem resolution processes by drawing out and re-synthesizing what the trainees already know about presenting their course materials in a visual, kinesthetic or tactile format.

During the problem resolution phase, "hands-on" tasks, resource people, and class presentations are utilized.

The Modification Project staff has also produced a set of visuals designed to aid in the class presentation segment of the problem resolution phase. The content of the visuals serves to structure the trainees' thinking concerning possible strategies in the areas of: (a) classroom arrangements; (b) the

teaching process itself; and (c) the provision of needed supportive services.

Each visual can function as the stimulus for a more in-depth presentation of the problems encountered in these areas and potential solutions which could be employed by the teacher.

MATERIAL COLLECTION, DEVELOPMENT AND DISSEMINATION

The Wisconsin Vocational Studies Center operates a free loan library on handicapped and special education materials for Wisconsin residents. Nearly 2,800 items from throughout the nation have been collected during the past three years. A bibliography entitled *Vocational Education Resource Materials, A Bibliography of Free Loan Materials for Handicapped and Special Education, Second Edition, 1975* and *Supplement to the Second Edition, 1976*, have been published and distributed widely in the state. Wisconsin teachers may borrow items from the library by sending a postcard containing the "S" numbers of the materials to the Center. These materials have proven valuable in providing an awareness of the needs, capabilities, and characteristics of the handicapped and for use in modifying programs for the handicapped.

Our Center staff also develops materials as time allows. Currently under development is a series of publications designed to assist vocational educators in their efforts to instruct handicapped learners. The content ranges from awareness of the particular disability to classroom teaching techniques. Publications on *visual impairment, hearing impairment, physical disabilities,* and *alcohol abuse* have been completed and are being distributed to Wisconsin teachers.

During the past three years a publication called *Vocational/Career Education Programs for Persons with Special Needs in Wisconsin's Vocational, Technical and Adult Education Districts* has been produced by the staff. This publication contains information on vocational/career programs for handicapped and disadvantaged funded by the Wisconsin Board of Vocational, Technical and Adult Education in Wisconsin's 16 VTAE districts.

Prescribing a vocational teaching plan and developing the appropriate curriculum modifications for handicapped students is a complicated task and will occur at an increased pace as more handicapped students ask for vocational services. This presentation is not intended as an answer to all questions concerning curriculum modification and prescriptive teaching for handicapped students. We do hope that some ideas have been provided which will be of value to you in developing modified programs for the handicapped.